

KYAE Common Core Standards

Unpacking Chart for Literature Standards (9th-10th)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
R.L. 9/10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Cite as well as Inferences	strong and thorough textual evidence to support analysis drawn	of what the text says explicitly from text	Analyzing	Students will use the Survey, Question, Read, Recite, Review (SQ3R) method to answer questions about the text. From this information students will draw inferences.
R.L. 9/10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details provide an objective summary of the text.	Determine and analyze including how	a theme or central idea in detail its development over the course it emerges and is shaped and refined by specific details provide an objective	of a text of the text of the text	Analyzing	Students will fill out a narrative text mapping sheet which contains rising action, setting, author's theme, opening scene, conflict/problem, climax, falling action and resolution

formal or informal tone)		place ; how it sets a formal or informal tone)			
RL9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Analyze how	an author's choices concerning how	to structure a text, order events within it and manipulate time create such effects as mystery, tension, or surprise	Analyzing	Students discuss how writers of television shows and movies often use flashbacks at the beginning to give the audience more information about the sequence of events to come. Students then read two texts, one which uses a flashback at the beginning and one that does not. Students discuss and explain how the differing structures contribute to the mystery, tension, or surprise.
RL9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Analyze drawing on	a particular point of view or cultural experience reflected a wide reading	in a work of literature from outside the United States of world literature	Analyzing	Utilizing a piece of world literature, students examine a particular point of view or cultural experience found in that body of literature. Continue using more complex literature and developing a deeper understanding of global perspectives.

<p>RL9-10.7</p> <p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>	Analyze the	representation of a subject or a key scene	in two different artistic mediums, including what is emphasized or absent in each treatment.	Analyzing	Students compare the subject or key scene in two works that use different artistic mediums (painting, poetry, sculpture) but share a common subject.
<p>RL9-10.8</p> <p>(not applicable to literature)</p>					
<p>RL9-10.9</p> <p>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	Analyze how an	author draws on and transforms source material	in a specific work	Analyzing	<p>Students read and discuss a text in which the author uses source material in crafting a text, such as in allusions. They need to discover the source the author has alluded to and be able explain how that material was changed by the author.</p> <p><i>adapted from North Carolina Common Core Instructional Support Tools</i></p>

<p>RL9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>By the end of the grade 9, read and comprehend</p>	<p>literature,</p>	<p>including stories, dramas, and poetry, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Analyzing</p>	<p>As each literary standard is taught, choose text for students to read that is in the grades 9-10 complexity band. As students utilize this level of text with each of the listed literary standards, require the students to demonstrate their understanding of each standard independently based on the criteria stated (e.g., analyze, compare/contrast).</p>
<p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>By the end of the grade 10, read and comprehend</p>	<p>literature,</p>	<p>including stories, dramas, and poetry, at the high end of the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		

KYAE Common Core Standards

Unpacking Chart for Literature Standards (11th-12th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
R.L. 11/12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain	Cite as well as inferences	strong and thorough textual evidence to support analysis including where the text leaves matters uncertain	of what the text says explicitly	Analyzing	Students will use the Survey, Question, Read, Recite, Review (SQ3R) method to answer questions about the text. From this information students will draw inferences.
R.L. 11/12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Determine analyze	two or more themes or central ideas their development , including how they interact and build on one another to produce a complex account	of the text	Analyzing	Students choose a movie and TV show with similar themes to compare how they interact and develop plot in a way that is similar. Then students will apply this knowledge to two literary texts.

<p>RL11-12.5</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	Analyze how	an author's choices concerning how to structure specific parts of a text	contribute to its overall structure and meaning as well as its aesthetic impact.	Analyzing	Discuss with students commercials that create an impact on the audience and how they are structured (e.g., Hallmark, car companies). Then discuss their aesthetic impact and how it relates to the structure of the commercial. Next, closely examine specific parts of a text in order to understand how an author structured and crafted that particular part so that it would contribute meaning or artistic effect.
<p>RL11-12.6</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Analyze</p> <p>distinguishing what is</p>	<p>a case in which grasping point of view requires</p> <p>directly stated</p>	in a text from what is really meant	Analyzing	Review with students examples of satire, sarcasm, irony, or understatement. Students then are presented with a case when an author says one thing but means another. Students then reflect on what meaning this type of point of view brings to the text or distinguishes about a character.
<p>RL11-12.7</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or</p>	<p>Analyze</p> <p>evaluating how</p>	<p>multiple interpretations</p> <p>each version interprets</p>	<p>of a story, drama, or poem</p> <p>the source text</p>	Analyzing	Students first read the source text and identify major elements. Then students examine many interpretations of a single work and analyze how each author interprets and uses that source.

poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)					
RL11-12.8 (not applicable to literature)					
RL11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Demonstrate	knowledge of eighteenth-nineteenth- and early-twentieth-century foundational works of American literature,	including how two or more texts from the same period treat similar themes or topics.	Analyzing	Students read at least two texts from the time periods described in the standards. After reading, students examine how authors from the same time period deal with a particular theme or topic by flagging or highlighting examples in the text.

<p>RL11-12.10</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>By the end of the grade 11, read and comprehend</p> <p>By the end of the grade 12, read and comprehend</p>	<p>literature,</p> <p>literature,</p>	<p>including stories, dramas, and poetry, in the grades 11 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>including stories, dramas, and poetry, at the high end of the grades 11-12 CCR text complexity band independently and proficiently.</p>	<p>Analyzing</p>	<p>As each literary standard is taught, choose text for students to read that is in the grades 11-12 complexity band. As students utilize this level of text with each of the listed literary standards, require the students to demonstrate their understanding of each standard independently based on the criteria stated (e.g., analyze, compare/contrast).</p>
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